

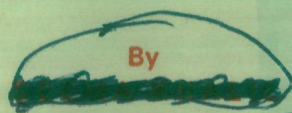


A critical Evaluation of the History curricula prescribed by three Boards of High School Examination

A Dissertation

*Submitted to the Aligarh Muslim University, Aligarh
In Partial Fulfilment of Requirements*

*For the Award of the Degree of
Master of Education*

By


80 - MED. - 21 23
Enrol—K7315

**Department of Education
Aligarh Muslim University, Aligarh**

1980 - 81



26 MAY 1983

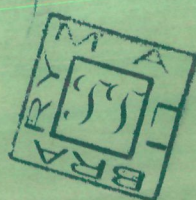
Entered in Computer



DS354

CHECKED-2032

[Handwritten signature]



Department of Education
Aligarh Muslim University, Aligarh

1980-81

A Critical Evaluation of the History Curricula prescribed
by three Boards of High School Examination

A Research Project Submitted in Partial Fulfilment of the
Requirement of the Master of Education Degree

Department of Education
Aligarh Muslim University
Aligarh.

Contents

	Page
Introduction	1 - 3
Chapter - I Place of History in the School Curriculum	4 - 14
Chapter - II Objectives of Teaching History	15 - 25
Chapter - III Principles of Constructing History Curricula	26 - 31
Chapter - IV A Critical Evaluation of Existing Curricula	32 - 40
Chapter - V Suggestions for removing the defects in the Existing Curricula	41 - 44
Bibliography	45
Appendixes	
1. Secondary School Syllabus of Central Schools	46 - 50
2. Aligarh Muslim University High School Syllabus	51 - 54
3. High School Syllabus of U.P. Board	55 - 57

Introduction

In his book teaching of history Professor Henry Johnson has very rightly said, "History in its broadest sense, is every thing that ever happened. It is the past itself, whatever that may be." It is the real story of evolutionary development of human culture and civilization. In fact what men have done and said and above all what they have thought - that is history. The above mentioned definitions of history are sufficient enough to make us understand that history is an important subject that ought to be passed on the coming generations. If we fail in our duty of transmitting our cultural heritage to our young ones we will be depriving them of the vast treasure of experiences of our forefathers. This deprivation is bound to put impediments in the way of our coming generations because in the absence of any knowledge of the past experiences they will be building their costless without any foundations.

The study of history besides widening the mental horizon of children gives a useful intellectual training. It involves the experiences of memory for assimilating the historical facts taught in the class which have to be visualized the use of judgement and reasoning as facts and events have to be weighed and measured, conclusions have to be drawn and comparisons

and contacts have to be made. Therefore the study of history may not have a direct importance in earning bread and butter, but it does have an indirect importance for the lives of the young citizens.

In view of the importance of the subject it has been found to be an indispensable part of this school curriculum. With its vast panorama of actions and events of an exceptional variety history is best fitted to satisfy the eager curiosity of the child. This conclusion leads people to think about another problem connected with the teaching of the subject in the schools i.e. what to teach? In this connection grave differences are found amongst the people connected with school education some are of the opinion that only the Indian history should be taught to our children in the school. But others hold a different opinion and think that Indian history must be taught in its proper perspective. For this purpose an outline of the world history is very much needed. This is also necessary because of the positive link and unity which exists between world and national histories. A instance from Indian history can be helpful in bringing this point home. While teaching history of modern Indian period we have to teach about the advent of Europeans and their ever increasing influence in the eastern countries specially our own country. The importance of this historic event can not be probably realized unless

the children are taught about the imperialism and its character.

For several years this controversy has been going on in the Board of High School Examination, Aligarh Muslim University. Hence the researcher realizing the importance of problem made up her mind to critically evaluate history curricula prescribed certain Boards of High Schools. The problem under investigation is -

"A critical Evaluation of the History curricula prescribed by Three Boards of High School Examination".

An important limitation of the problem was that the investigation had to be completed within a limited period of a few months. Hence the investigator had to confine her research of relevant material to the central library of the Aligarh Muslim University, Aligarh and departmental library of the Department of Education. The investigator tried her best to utilize all the available material. Generally this material has been derived from secondary sources. In spite of this limitation the researcher has tried to make it a worthwhile effort.

Chapter - I

Place of History in the School Curriculum

History is the study of man and of his development in society. To the average person, however, history still remains as it has always been a matter of Kings and Queens, Reform bills and battles, facts and dates. But this idea is passing, and will pass, as the social life of our own and all times is made the key note of the history course in school. The problem is why history should be included in the curriculum of any school needs to be examine in this regard that it has no immediate practical utilitarian value. Children very often question its position on the account, and the present echo the mean's of their children. There is no getting away from the obvious answer. History is not a bread and butter subject, and, unlike simple arithmetic, the children will not necessarily use it directly on leaving school. It is true that we may feel that many people in high places would be the better for a knowledge of history - the diplomat, the theologian, the economist, and, above all, the politician's - yet we must confess that many of these can do and get on without it.

In 1927 the Board of Education "Suggestion for Teachers" emphasised that the value of history teaching in school lies in inculcating patriotism and informing citizens, with such a knowledge

of affairs that they will be able to claim and use their including the most important one i.e. the vote right.

Three important arguments generally put forwarded in favour of inclusion's of history in the school curriculum number as follows. First of all as Prof. Grant Roberston he said, "History gives the young mind,"a great store house of knowledge in which he may search at will¹". These are still many of whom knowledge for its own sake makes an irresistible appeal, and in the case of children it is the business of the schools to supply that knowledge. Secondly, in the study of history the child has to use his mind; his memory to assimilate the actual matter involved, his imagination, since condition's entirely different from our own are being continually visualized, and, most important, perhaps his judgement. The study of history, above all, requires an intellectual detachment, it involves weighing up facts and events, drawing conclusions from peoples actions , comparing and contrasting, generalising over wide sweeps of time. All this, though attempted, in a rudimentary way, is present in all good history teaching, and would, by itself alone, claim for the subject a place even in the over crowded curriculum of our schools.

Finally history plays the most important role of interpreting the whole of human life. Marxist has very rightly emphasised this point in the following words. "History in such a case

1. As quoted by AN.N. Drummond "History School, p.17.

becomes essentially a process of classifying events into groups and of explaining them in terms of laws governing the behaviour of a class events"¹.

All these justifications for inclusion of history in the school curriculum have one feature in common - they all seek to justify the study of history in terms of some relationship between the past and present life and its problems.

Here again, however, we must ask whether this is all that history is. It seems to reduce history to a series of slices of life, to isolated periods cut off from what preceded and from what followed. It omits as inessential the broad sweep of development, and the study of how one period grew out of another. More important than this, such a conception of history rests on the assumption that the division of history into periods is not artificial or merely imposed for convenience. On the contrary it is the essential structure of history. But history is essentially an imaginative study and a reconstruction of the past which is gone and can not be directly inspected or perceived - and that the process of studying is a process of living in imagination in some past age.

If we do this the first benefit will be the acquisition of a sense of values between different aspects of the life in a community. History is a synthesizing subject. It covers, or can cover, not only political, economic and legal aspects of the past, but also scientific developments literature and other arts.

1. As quoted in "Handbook for history teachers". General editors W.H. Burston and C.W. Green, p.2.

In the light of the above discussion we embark upon surveying the history of the development and recognition of history. A long line of statesmen, generals, princes, philosophers, orators and men of letters read history and found it useful. History is "Philosophy taught by example. It taught for religion morals, ideals of life, patriotism. History was considered an important tool for this purpose in ancient times and during the middle ages".¹ A dozen or more such works written in the Roman world between the first century BC and the fifth century AD have come down to us. Whatever their purpose or use in the ancient world, some of them, in the course of the middle ages, actually were used as school textbooks in Latin.

In the 16th century new textbooks in history appeared. They were also written in Latin, which was still the language of learning, but their primary intent was obviously to promote the study of history. The earliest of these works was a survey of German History by Jacob Wimpheling (1450-1528). His book was published in 1505. Its purpose was to make young Germans proud of their German past and eager to enlarge the fame of Germany's. This led to a broad view of history. The Protestant revolt of Europe proved a powerful stimulus to historical research. Both Protestants and Roman Catholics appealed to the past for justification, and both sides argued in favour of school instruction in history. Luther was an advocate teaching history in secondary schools. In history he

1. As quoted by Henry Johnson - Teaching of history, p.26.

he reasoned in 1524, we see ourselves as in a mirror. Luther wanted the truth but recognised that it took the heart of a lion to tell the truth. Historical works must, therefore be used with critical caution. But historians as a class were so important that Martin Luther would endow them "as the most useful of men and the best of teachers"¹.

An argument in the broader scope, including a programme of school instruction in history come from the pen of Juan Luis Vives (1492-1540) a Roman Catholic. According to Juan Luis "where there is history, children have transferred to them the advantages of old men, where history is absent, old men are as children"².

The arguments of Luther and Vives doubtless stirred up some discussions among school masters and might have prepared the way for the "Four Monarchies", a text book by Johannes Skidonus (1506-56). In 1580 a new text book entitled "Historia Anglorum" appeared in England and two years later inspired a petition to Privy Council, on the ground that it would make English boys more patriotic. It was of course one thing for pupils to read a text book or have it read to them and quite a different thing to have regular history lessons to learn. The later step was taken in the cloister school at Ilfeld-am-Harz about 1575, in a two years course in history and geography for the upper classes.

1. As quoted by Henry Johnson "Teaching of History", p.27.

2. Ibid.

In the 17th century there was a marked advance in ideas about history as a school subject, and, in the schools of the oratorian's in France, we may see as in a mirror some of our own best ways of teaching history.

Johann Amos Comenius (1592-1670) in his "Great Didactic" completed in 1632, gave a place to history in every grade. For elementary schools he proposed a survey of world history, for secondary schools, he proposed selected topics in social history. The religious order known as the oratorian's had established several schools in France and their curriculum adopted in 1634, included the well-defined course in history, covering Bible history, Greek, Roman and French history.

The 18th century developed much in its thinking that was unhistorical and even anti-historical. The French Republic of the year I (1792) was in appearance an organised movement to abolish the past.

In England Joseph Priestly (1733-1804) described the uses of history, including its special use to ladies. His chief emphasis was upon "forming the able statesman and the intellegent and useful citizens"¹.

History had a high place in Fredrick's thinking. He adopted similar attitude towards history. But there were frequent complaints

1. As quoted by Henry Johnson "Teaching of History", p.33.

in the 18th century that the pupils own country was neglected. The usual conception of history for schools was a general survey of the world, especially the ancient world. In the 19th century school instruction in history was advocated by practically all important writers on education. Among the exceptions were Herbert Spencer and Alexander Bain. Spencer found the historical information commonly given in his day almost valueless for purposes of guidance. In the opinion of Alexander Bain, the fact that history presents no difficulty to minds of ordinary education and experience and is, moreover, an interesting form of literature, is a sufficient reason for not spending much time upon it in the curriculum of school or college.

In the French programme of 1802, approved by Nepelean, ancient history come back into secondary schools, but only on an equal footing with geography and French history. After the downfall of Nepelean, history for secondary schools, in a large part of Europe, assumed a kind of orthodoxy determined by the state and designed to support the existing regime.

By 1890 continental Europeans had established several special types both of secondary and of common schools with some differentiation of history courses to meet special needs. But for each type of school there were graded, courses in history.

In common schools instruction in history began in the first year with children of five or six. More often it was reserved for the last four or five years of the curriculum. Where history was taught in the lowest classes, the time allowance was usually one hour a week and in the upper classes it was usually two hours a week. History for girls differed from history for boys. In England the systematic teaching of history in secondary schools was promoted by Thomas Aruold at Rugby about 1830. In 1826, in the state of New York the history of the United States was studied in six towns only.

In academics and high schools the contents of the subject varied widely. The work was sometimes confined to general history. By 1890 history appears to have won fairly general acceptance as one of the essential school studies. Its position in the high school began at about this time to be materially strengthened by a widening recognition of history as a requirement for entrance to college. But until about 1890 history continued to develop substantially along the lines already indicated.

Among 19th century teachers of history were scholars who accepted the scientific conception of history. Karl August Muller in 1835 saw clearly the implications of scientific history and set them forth clearly in a book on the teaching of history. The

scientific spirit in discussions of history for schools found its fullest expression in France. Professor Seignobos was a member of drafted the history part of the programme of 1902 for Lyceum for boys. It traced history from the point of view of development "the principle transformations of humanity".

German discussions after 1890 also emphasized scholarship in history for secondary schools. The treatment of history in the secondary schools of other European countries, except Great Britain, was more like the German than like the French treatment. In each country history for secondary schools supported the existing regime and national ideals in ways that seemed to critics in other countries as distortion of facts. In Sweden and Russia national history and general history appeared side by side as separate subjects. History programs for common schools in Europe were in some cases broadened after 1890 and so as to include a little more of general history.

Interest in history after 1892 extended to the elementary schools. The committee of the National Education Association in 1895 recommended oral lessons in general history and biography of sixty minutes duration a week, throughout the eight years of the elementary course. In 1897 another committee of the National Education Association proposed a programme for history suggestive of French influence, both in the grouping of classes and in the

treatment of materials. But after 1909 the report of the committee of the American Historical Association approached and became the ruling document.

In 1911 the American Historical Association, appointed another committee which suggested that "the selection of a topics in history and the amount of attention given to it should depend - chiefly upon the degree to which such topic can be related to the present life interests of the pupil, or can be used by him in his present process of growth"¹. The content of history, like the content of other social studies, was to be determined by present day problems. Then came the first world war it was already deeply affecting the teaching of history both in Europe and in America. Each country used history to justify itself and its allies. In Russia the socialist revolution threw history out of the school curriculum and substituted it by an introductory course of the principles and practices of socialism. This furnished a perfect example of a social studies programme determined wholly by the present day situations and designed to aid in the building of a new social order. But in 1933 geography and history came back as separate subjects, and a large number of text books in ancient and medieval history appeared.

Having discussed the importance and worthwhileness of the

1. As quoted by Henry Johnson "Teaching of History", p.33.

subject at the school stage it is to be examined as to what status should be given^{*} to the subject at different stages in schools of our own country. In pre independence days the subject was not generally taught in the early primary school classes. From class III or IV the stories of the past events without it coming the authenticity of fact, were introduced. The subject used to take the shape of a distinct discipline from class VI onward. After independence a change in school curriculum took place. Upto middle classes historical material is being included in the syllabus of social studies and from high school onwards it becomes a definite independent discipline. The concept of social studies envisages the study of all the forces and their inter-relationship that influence the social life of human beings. History being an important factor in the life of individuals and community in a particular way becomes an inevitable content in social studies text books along with geography, economics etc. Efforts were made to draw content from all social sciences and put in the text books in an integrated form. In fact social studies was not a discipline in the strict sense but was a point of view of studying the social forces viewing man as the focal point of all these forces. These has been a consensus in the country in earlier classes historical material should form a part of social studies. In middle school classes it should gradually take shape of an independent discipline. At high and higher secondary stages it should be given the treatment of an independent discipline.

Chapter - II

Objectives of Teaching History

The terms purposes, aims, goals and objectives are being used interchangeably in educational terminology. The connotation which all these terms normally carry implies the effect or the change which is brought about in the mental and physical behaviours of the students as a result of process of education. At the time of selecting history as a part of curriculum for school education it has to be seen what changes it can bring about in the mental behaviour of the students and what is worthwhileness of these changes from the national point of view. The necessity of including history in the curriculum has been advocated on various grounds ethical, cultural, utilitarian and intellectual. The question of objectives and values will be simplified if from the very beginning we frankly recognise that history is not a bread and butter subject except for a handful of specialists. Yet, it is unanimously accepted that history is a vital part of any primary or secondary school curriculum worth the name. In other words it is frankly recognised that the value of history is not material but humanising, cultural and disciplinary. Various purposes of teaching the subject have been put forth. Henry Johnson who observes that "In the case of history these are two

things that stand out unique. (i) "the historical method of arriving at facts" and (ii) "historical idea of development"¹.

(1) Historical method of arriving at facts some times referred to as historical sense or historical thinking has been emphasized by Burston and Thompson also when they observe "when we teach history in schools we are concerned not with a set of facts but with introducing students with a particular way of thinking"².

While writing about the values of teaching history Mr V.C. Jeffery's observed "the value of this study consists in the cultivation of an historical sense rather than in the aquisition of knowledge"³.

What is this historical thinking or historical method? To quote Henry Johnson again. "It is a method by which we arrive at facts about external things beyond the range of our direct observation and considers the relative mass of such facts in our total equipment of knowledge"⁴.

The method involves search for material, analysing it detecting biases, classification of material, weighing it determining the facts, verifying them judging and evaluating them generalising

1. Johnson Henry - "Teaching of History", Macmillan and Co., New York. Revised edition, p.109.

2. Burston, W.H. and Thompson, D. "Studies in the nature and teaching History" (Routledge and Kegan Paul, London 1967), p.7.

3. Jeffery's M.V.C. "History in School", Sir Issac Pitman Ltd., King Way, 1954, p.8.

4. Johnson Henry, "Teaching History" Macmillan and Co., Revised edition, p.109.

the principles and predicting the future course of happenings etc. Another aspect of historical thinking was put forth in a pamphlet on teaching of history brought out by the Ministry of Education, U.K. It stated that through the study of history a student acquires the habit of indulging in to imaginative experiences of entering other times and ages completely detached from the present. The experience helps in enlarging the understanding and imagination which in turn helps in understanding the other ages.

(2) The other value of teaching history presented by Henry Johnson was the historical idea of development which implies the study of continuous process of change. The concept of development has been explained by Henry Johnson in following words. "Every thing always was and is in a state of becoming some thing different. The study of history is at bottom a study of differences. Without differences there could be no history. Differences imply change and change is the fundamental fact in history. But in all changes there is continuity. Every thing has antecedents and consequences, one thing always grows out of an earlier thing and leads to next thing. It is this process that is called development - Development is simply change. It may, by any given standards, be change for better, it may be change for the worse. In either case it is development. In either case there is no break in the process"¹.

1. Ibid. p.9-10.

Thus the purpose of history i.e., the development of historical thinking and the understanding of the process of historical development when the horizons of vision. They develop a time sense that helps in understanding the historical process in correct perspective. They help develop such attitudes and habits of thinking that are forward looking and do not put hinderences in liberal thinking and doing. Right approaches to the problems of patriotism nationalism and internationalism are adopted.

(3) To train the childrens powers of memory imagination and reasoning - Though it is a very old aim based on the theory of mental discipline which is now an exploded myth, yet we can not totally ignore the role of history in developing these powers. History provides a special kind of mental training to the older children which they will find extremely useful when they grew up and have to solve the problems of every day life. "It is an undoubted fact that a boy has to make a plentiful use of the various powers of his mind in studying history. He is constantly drawing upon his memory to remember what he has been studying; on his imagination to visualize conditions and civilizations widely different from his own, and on his imaginative sympathy to enter the motives, inclinations and desires of the principal actors on the stage of life. He has to rely on his ability to collect, examine and correlate facts in an impartial manner and to express the results metho-

dically in clear vivid language, on his ability to think and argue logically, free from bias or prejudice, and on his judgement to estimate character. He has also to make up his mind about religious, political or social questions of a controversial kind, to generalise, so far as he can, to weigh evidence and from existing data to arrive at conclusions legitimately supported by such data"¹. And when the evidence is of a conflicting nature, he has to sift it and gather the truth by a careful examination of all the circumstances. Memory and imagination may be developed by fairy tales, literature and other subjects also, but the mental training that history provides and the love of truth it engenders is unique and can hardly be achieved to the same extent through any other subject in the school curriculum. It is thus mental training that has raised the prestige of history in the curriculum as a first rate subject.

(4) To explain the present with the help of the past. It is generally recognised today that history is not the phantom procession of Kings, queens, battles, treaties or dates, but that it is the story of man and his development in society. The human and social aspect of history is forging ahead more and more and the political aspect is receding as it perhaps should have done long ago into the background. The story of man's progress from his weak shaky beginnings to the splendour of his present positions the miraculous

1. Happold, F.C. "The study of history in schools (Bell) 1927, p.21.

unfolding of his destiny as seen in the growth of institutions, movements and civilizations achieved through co-operative efforts and subject only to the law of cause and effect, is not only irresistible in its appeal but highly educative and satisfying. It is not enough for a cultural or educated man to know about the institutions which he is surrounded by and the conditions under which he lives, he must have a knowledge of how they come to be what they are if he is to interpret them properly, at the present time or to improve them in future. John Dewey on his book "The school and society", has very rightly said "our interest in the past is not for its own sake but because it helps to explain the countless forms and forces of social life in the present and to mould the future"¹. Without a knowledge of the past, much that we find around us would be meaningless. The Indian independence act of 1947 would be unintelligible unless one had a knowledge of the political social and economic history of India in the 18th, 19th and the first four decades of the 20th century.

(5) History as an evolutionary process. C.P. Hill in his book "Suggestions on the teaching of history" has emphasised that "pupils should be helped to realise that history is an account of an evolutionary process, that man has conquered the world by slow degrees and by slow degrees refashioned it to fit his needs, that technological advances to which people all over the world have

1. John Dewey - The School and Society, p. 155.

contributed, have accelerated the evaluation of human societies, that civilisations have developed a matured, and died, to be replaced by new civilisations which have always preserved some part of the heritage left by those who had gone before. History should not be presented as if it were static. On the contrary it is a dynamic story of continual change. Pupils should be helped to appreciate the unity of history, and not to view it as a broken pattern of "stories" which they are all too likely to equate with tales of adventure".

(6) Moral and ethical value - The teaching of history has its ethical importance also. History informs the young mind about the great personalities of the past. He comes to know how the great people won success and led good and noble lives. Thus the character and noble deeds of kings heroes and saints set an example before the students and they choose some principles for guiding their own lives. Lives of religious leaders belonging to Christianity, Buddhism, Sikhism and Islam, the influence of the reformation and other such movements can be utilised for inculcating moral and ethical values suitable material can be found in the history of every nation and links can be established with similar movements in personalities and the history of the other nations.

(7) Sense of Patriotism - Teaching of history inculcates a sense of patriotism in the immature young minds. The glorious past helps to make the child feel proud of his rich heritage and thus he learns to love his own country. National leaders make use of every opportunity to emphasize that every Indian should be proud of his own rich national heritage. We must, however, guard against chauvinism. 'My country right or wrong' is an expression of narrow nationalism. A true patriot is inspired by the noble and brave deeds of heroes of the past and shows readiness to go to the length of sacrificing his life for the cause of his country. The children are to be encouraged to make an unbiased study of the history of their own country and its relations with other nations. Through discussions and informal talks the teacher has to make them realize that they are much indebted to other nations the richness of their heritage and that it is upto them to do their bit for improving that heritage.

(8) Mutual influences among nations and peoples. "Children can be shown that races and nations have never really lived in complete isolation from each other. In technology, politics, culture and philosophy these have been constant exchanges, borrowings and mutual influences. Teachers should make a point of seeking out examples of interchange of this kind from their national history. In order

to develop a sense of interdependence of nations and to avoid encouraging unwarranted feelings of superiority, what their own country has received should be recognised as frankly as what has been contributed to others".¹

(9) History and emotional integration. Eric C. Walker in his book "Teaching for today" emphasized that "History more than any other branch of the school curriculum concerns itself with humanity, for its mission is to expound man's activities, past and present, peaceful and belligerent, to growing young men and women who themselves and despite themselves must in their own maturity create history"². This above quoted words lead us to think that it should be the pre-eminent concern of history to create in the children an emotion which may enable them to live in a socially integrated world. The children should learn that chaos kills and cosmos enliven's. The history curriculum should foster desirable attitudes for leading a life full of cooperation and creating a sense of belongingness to the country. It should contain nothing which may harm the development of a feeling of national unity. Inspiration should be there and aversions should be avoided. History in true sense of the term, should treat the world as an integrated whole. The study of the history of one's own country should not mean total ignorance of the history of other lands. While dealing with the home region, attempt

(1) Hill, C.P. "Suggestions on the teaching of history", p.12

(2) Walker, C.Eric "History teaching for today", p.1.

should be made to give a balanced picture of the attainments of the home region with in the broad frame work of our national history.

(10) History and international understanding. If we wish to cultivate a breadth of outlook that will enable us to look beyond national boundaries, there is no justification of confining the teaching of history in our secondary schools to the study of Indian or English history, because that does not enable growing children to get a view of the world as a whole. In order to understand the process of evolution, it is important that fact concerning the people of different countries, their ways of living, their customs, their history and their general position in the world be taught to our children.

If history is to serve the ends of internationalism, it should be placed on a human basis with an emphasis on social and cultural aspects, rather on conflicts. History emphasize the inter-relatedness of the various movements, of the sameness of the origin of man everywhere, and so on. Let it, instead of extolling the great men of military genius like Napoleon, Alexander and the like sing in praise of the victories of peace rather than of war. Let it bring out with full force that the splendid culture man has been able to build, is not the result of anyone nation or community.

It is rather the sum total of the labours of all ages, hailing not from one land or people, but belonging to so many different peoples and countries.

If the history syllabus is framed and taught in the light of the above mentioned aims and objectives. Our schools can contribute in the efforts of achieving our national goals. The country is trying hard to build a society based on the ideals of democracy, secularism, socialism and peace. To realise these objectives immediate attention should be paid building a society that is emotionally integrated and is above narrow loyalties.

Chapter - III

Principles of Constructing History Curricula

In the light of the objectives and other basic considerations pointed out in the preceding chapters, the problem of constructing or selecting the syllabus of history for the high school classes becomes easier to tackle. It may be admitted in the beginning that there is no ideal history syllabus, nor one of universal utility. It is well to remember that there is nothing magical about a syllabus, that the best planned of syllabi is no guarantee of the effective teaching of history. A good syllabus should have the virtues of a good house. It must be convenient well planned, appropriate to its locality, presenting a sensible and orderly appearance, contributing by these things to the possibility of a full life for those who live in it. For what matters, with a syllabus as with a house, is the life and work of those whom it serves. The objective of the syllabus is to make possible, by wise planning, the fullest and most fruitful growth of historical studies in a particular school. It is not unreasonable to suggest that these are some general principles underlying the construction of a history syllabus which, in varying measure have universal applicability. Some of the general principles to be followed in framing a history syllabus are discussed in the following pages.

1. A syllabus must be planned and coherent, directly and carefully designed to meet the needs of the particular school or group of schools which it is to serve.

There is a very little value in presenting to children over a number of years a school a haphazard assemblage of historical topics and periods. The detailed subject matter must be graded in an ascending scale of difficulty as children move year by year through the school course. For very young children particular attention must be given to the process of introduction to the learning of history. In case of pupils whose range of ability is considerable a syllabus, which will be flexible enough to provide for widely varying rates of individual development is desirable. Within the national and provincial areas the differences of local government should contribute to the details of the syllabus, if only because the child's historical imagination grows best when its roots are local; the industrial city, the seaport, the farmlands, each need a different sort of history syllabus. Such factors as these necessitate the element of flexibility in the syllabus.

2. The syllabus should be subject to periodic and reasonable revision in the light of the results of historical research and of the changing emphasis of the times. It should provide a continuing plan, and not a static one.

3. The age and the aptitude of the particular children for whom a given syllabus has to be designed must be taken in to consideration.

It is a basic requirement of any historical material presented to children that it shall be appropriate to their age level and to their intellectual capacity.

From considerations of the nature of pupils' minds and interests, the teaching of history in school has been divided into three clearly marked stages, differentiated by the material presented and the methods adopted in each. They can be termed the preparatory stage, the middle stage and the senior stage, the first roughly extending from eight to eleven, the second from twelve to fourteen and the last from fifteen to sixteen. As regards the type of material to be selected, Professor Cock has given us some very useful hints. He suggests that "for children in early stages, say under eleven, the story is the principal thing and should be so vivid and romantic that it would inevitably capture the child's interests. After eleven the child becomes interested in things around him and this is the time for dealing with history with a social bias. Then comes the senior stage when, though the social interest remains, there is a general broadening of the mental horizon and deepening of

intellectual interest and the boy likes to hear about countries and civilizations across the seas, as well as to study the institutions of his own country"¹.

4. The planning of the syllabus must take account of the relationship of history to other subjects in the school curriculum.

It is usual to take up the question of correlation in connection with the construction of the syllabus. There is no doubt that if the different subjects could be correlated in the curriculum, each one of them would be greatly enriched. Correlation is clearly possible between history, geography and literature on a topic such as the coming of the Aryans and their civilization in India. A discussion of the geographical boundaries of the peninsula with a study of the North-Western passes, at once gives the clue to the successful inroads of the Aryan tribes in to India and there is enough suitable material extent in translations of vedic literature which throws interesting light on the social, religious and economic life of the times. It is again true that the study of the Mughal age would be greatly helped by a simultaneous study of its art, literature and music.

The curriculum should be the product of the corporate activity of every member of the staff, and it is felt that the

1. H. Ann Drummond, History in School, p.26-27.

appreciation of the bearing of one study upon another could best be secured, not by unworkable correlated schemes, but by circulating the schemes drawn up by each subject teacher. This gives a valuable opportunity to the specialist teachers for effective discussion of the points where correlation is possible.

Again in most of the history lessons geography considerations are paramount and without a proper comprehension of these, no correct perspective of the historical development of a country can be gained. How conditions of climate, the natural frontiers, the nature of the soil and vast economic resources of this country have influenced the course of Indian history must be made clear.

5. In drawing up any scheme of work in history continuity must be kept in view. The child should never leave the school after having done only the Hindu or the Muslim period. To achieve this continuity two methods can be followed.

- a) Concentric method - going over the whole of the country's history every year with fuller and fuller details.
- b) Period method - the subject being done during the entire school period in well-defined sections for each year.

Advocates of the 'concentric' method argue that the child has a greater chance of realising the continuity of development and remembering the facts of national history by going over them

again and again each year. As against this its opponents emphasise, the cursory and superficial treatment inevitable in covering every year such a long sweep of time and the consequent confusion in the child's mind. The 'period' method suffering as it does from a lack of review of the entire range of national history, enables the teacher, to present each period with its plot and atmosphere and to introduce the right kind of detail as well as to set exercises of a highly stimulating character on documents and sources bearing on the period.

However, the best plan would be to effect a compromise between the two. One can present the landmarks of national history through carefully chosen stories from the lives of kings, heroes, saints, reformers, philanthropists, scientists etc. in the first or second year of the preparatory stage and then take-up the broad facts of national history to be covered in three or four years by the end of middle stage. The latter can be best managed by combining the 'outline' method with the 'period' method which would allow an opportunity for intensive study within the larger outline. In the senior stage the arrangement of the matter should be left to the teacher. Our great objective is to give the boy or girl at this stage an inquiring mind and to get him to read and think for himself.

Chapter - IV

A Critical Evaluation of Existing Curricula

It is a recognised fact that the number of students who desire to study history is diminishing day by date. This fact is really a convincing proof that gradually history is losing its popularity and its place is being taken by other social science. Several factors contribute to this phenomenon of waving popularity of the subject among the students of our secondary schools. Generally the syllabi of the subject are unsuitable and fail to satisfy the needs and requirements of the students. There most of the teachers are unable to make the students realize the value and to importance of the subject. It is the duty of the subject teachers to make serious efforts of finding out the possible reason behind the growing unpopularity of the subject and to try to put moral life in to his own subject and teaching.

History is the story of the evolutionary growth and development of human civilization. It is but natural that our students must be interested in studying such a human subject. But the present day schools present different picture. The very important reason for the state of affairs is the content of the subject being presented in the classes of history. In most of the high schools the contents of the subject are recognised

according two tier concentric plan. In the course of five years of the secondary stage the history of the country has to be studied twice. In classes VI, VII, VIII the students study ancient India, medieval India and modern Indian history respectively. Then in classes IX and X they have to go through the same material, may be in greater detail. At the middle school stage the study of history gives the students an over all pictures of our cultural heritage. But when in classes IX and X they have to go over the material again they do not find the teaching of the subject more than a drab repetition.

Keeping in view the about general remarks, the objectives of the teaching history and the principles of constructing syllabus a critical examination of the syllabi prescribed by the Central Board of High school exam — to Board of High school examination Aligarh Muslim University, Aligarh and U.P. Board was made. The conclusions reached may be summarised as under syllabus prescribed by the U.P. Board.

Secondary School Syllabus of Central Schools

The syllabus of National Council of Educational Research and training has been prepared recently in the year 1974. The present course of the history of mankind as a whole with its of human civilizations and on scientific and cultural development.

An effort has been made in the syllabus to survey the historical development of all major areas of the world, including pre colonial Africa and America. The emphasis is on the aspects of change and development and on the contributions of different peoples and cultures to the heritage of mankind. The details of political history, particularly dynastic history, have been reduced to the minimum though some attention has been paid to the growth and diversity of political institutions. Many important developments and many cultures and civilizations have had to be left out owing to the inevitable limitations imposed by the time that is allotted to the teaching of any subject. However inspite of these limitations, an attempt has been made to deal with the course of human history, in its aspect of unity and diversity, change and development. The present syllabus covers the entire period from the pre historic times to the 20th century. The main focus of this syllabus will be on forces, movements, and events, which have a close bearing on our understanding of the contemporary world and of India. But it has failed to appraise the Indian student of the significant developments in Indian History.

Various important events of Indian history have been dealt with summarily. For example under the heading 'Civilization in Ancient India' political, economic and cultural events covering

a period thousands of years from the advent of Aryans to the decline of Gupta dynasty have been jumbled up. This period as fully events and movements of great historical importance which needed greater attention so that we are in a position to pass on required information to the young generation about our very rich cultural heritage.

The medieval Indian history from 600 AD to 1750 AD, a period of about eleven centuries has been treated in a similar way. The syllabus requires the teachers to give a very sketchy description of the events, movements and developments of historical importance to the students of secondary classes.

As regards the Indian history of modern period one can express satisfaction that at least events and facts, and movements occurring during this period have found greater favour with the persons responsible for the construction of the curricula. The social and religious reforms movements during the 19th century and the Indian National Movement have been given important place in the scheme of work.

There is another drawback of far-reaching importance. The later part of the syllabus consists of a description of events and movements occurring in Europe as industrial revolution, democratic and national revolutions, imperialism, socialist movements and

events are to be taught quite out of their context. The students who have not studied European history will definitely fail to understand them properly realise their historical importance and their far reaching implication and visualize the far reaching impact they had been able to make on the future history of the world. But inspite of all these defects the curriculum devised for central school fulfils the much desired and needed requirement of the secondary schools. The syllabus is bound to be helpful in achieving several aims and objectives of teaching history. It can be claimed without any fear of contradiction that it will broaden the mental horizon of the students and pave the way for a detailed study of the subject at the undergraduate and post graduate levels.

Syllabus of U.P. Board

A critical study of the syllabus prescribed by the U.P. Board of High School and intermediate examinations reveals that its contents are limited only to Indian history arranged in chronological order. Indian history has been divided into two sections. One of these sections covers Indian history from stone age to 1526 AD and the other section encompasses historical events from 1526 to present day.

This detailed study of the Indian history at the secondary level is definitely a necessity for making young students aware of our rich cultural heritage so that they are able to assimilate whatever is essential to keep the structure of our present day society on firm footing and then enrich it. This assimilation of our old cultural values would be helpful in keeping our contact with the past. In the absence of such assimilation of the students will fail to comprehend the identity of their own nation. They will fail to know what it means to be Indians.

This study of our cultural heritage will create a desire in the students to know about those principles of justice and humanity that control the life of a nation. It will be helpful in instilling patriotism in to the hearts of children.

But this is only one side of the picture. This kind of limited syllabus can not serve the requirements of the present day society. We are living in a world where national boundaries are being demolished and people have started thinking in terms of world society and world government. All the nations of the world are so interlinked that even a minor political or economic incident may have far reaching throughout the whole world. Most of the nations are cooperating with each other in developmental activities. Moreover the fear of nuclear extermination is haunting every inhabitant of the present day world. In such an explosive

situation we can not afford to keep the doors of our students minds closed which is bound to happen if we teach them only the Indian history. For making them understand the events of Indian history in their proper perspective creating cosmopolitan outlook and inculcating international understanding it is imperative to teach world history. The study of widely different groups of humanity in various stages of development with their widely different customs, practices, laws and institutions will act as a liberalising influence. It will create international sympathy and good will. We can more afford the luxury of isolation. If we desire to behave like good neighbours and fulfil our role as agents of peace. We must provided our students an opportunity to understand things in their proper perspective and this can be done by providing a proper and suitable curriculum of history.

Muslim University High School Syllabus

The Board of High School Examination of Aligarh Muslim University, Aligarh has prescribed a syllabus which provides an evidence of casualness with which the secondary education is dealt with in this great academic institution. It consists of two sections one of these two sections covers the Indian history from Harappan civilization to the emancipation of the country from British rule in 1947. This reaction fulfils the need of making our

students aware of our cultural heritage. This awareness is very much needed to enable them to understand the present situation and to take the nation in to the right direction in future. The current state of things has been produced by the events of former times. Unless the background out of which the present situation arose is understood, the contemporary scene will remain a baffling mystery.

A thorough knowledge of Indian history is also necessary to develop a sense of belongingness to the nations and instil patriotic feelings. Familiarity with the national heritage is essential for the success of the democratic set up of our country because it will be helpful in building intelligent citizenship.

But the other section of the syllabus which contains some topics randomly selected by the pupil concerned. These topics have been selected from the syllabus prepared by National Council of Education Research and training specially for central schools. The researcher could not find any scheme as plan behind this random selection. Some instances may be given to prove this concentration. The emergence of civilizations during the age of metals and information regarding some early civilizations have been jumbled up and some important civilizations have been dropped such as Mesopotamian civilization.

Very serious draw backs which can be pointed out is that early American and African civilizations, crusades and their impact, China in medieval times, South East Asia in medieval times and imperialism etc. have been dropped. This decision of dropping civilizations of certain areas will deprive the student studying in higher secondary schools maintained by University of very valueable information regarding the above mentioned civilizations and movements and they will not be able to study history of their own country in proper perspective. Another example may be given to highlight the importance of another topic for the student of Indian history. If they are deprive of information concerning the condition that helped the growth of imperialism, the conquest of Asia and Africa by the imperialists and the far reaching implications of such conquests will not be able to study the history the history of modern times in its real perspective. The researchers comes to conclusion that there was no need of disfiguring the syllabus prepared by National Council of Education Research and training for no reason. It would have been better if the Board of high school might have adopted the syllabus prepared by National Council of Education Research and training because this is perhaps one of the best affords made so far.

Chapter - V

Suggestions for removing the defects in the Existing Curricula

The critical evaluation of the existing curricula led the researcher to the conclusion that certain steps in the right direction can be helpful in removing the defects of the existing curricula and right type of material can be selected for passing it on the coming generation. Some of the suggestions, useful for this purpose, may be summed up as follows.

It goes without saying that young boys and girls of our country need a thorough knowledge of our national history so that they are able to assimilate the very essential portion of our very rich cultural heritage. The detailed study of the Indian history will make them realize which healthy traditions, customs and institutions are to be preserved for providing firm ground on which the coming generations may construct a new edifice. The knowledge of national heritage will be helpful in keeping their contact with the past. If this necessary knowledge is missing the young ones will not be able to comprehend the identity of their national character. A thorough study of our cultural heritage will give birth to a desire to acquire knowledge about principles of justice and humanity that are part of our national heritage. Unless the students have a thorough grounding in these

principles and passes detailed knowledge of traditions, customs, institutions etc. They will fail to develop a deep love for their country and in the absence of the feeling of patriotism they may not be able to perform their duties as a good citizen of this country.

But this kind of limited curricula can not serve the purpose of the present day situation. The world is passing through a critical phase. The national boundaries are being demolished and gradually all the nations of the world are coming closer and closer to each other. In such a situation any nation can not live in isolation. All the nations need each others' help in the task of the national development. On the one hand developing and under developed countries are trying to organise themselves and extend a helping hand to each other in the work of national development and to protest against the unjust distribution of riches among the nations and exploitation by the developed countries. On the other hand the developed and developing countries are trying hard to evolve a new system of cooperation in the field of developmental activities. In such a situation the Indian students necessarily need a thorough knowledge of the history of their own country but this history is to be studied in its proper international perspective. This leads the researcher to the conclusion that a brief and general treatment of world history is essential to serve as a background against which the historical events on

the national scene can be studied. This is also needed if we aim at inculcating international understanding among our own students. Moreover without this knowledge of the world history we can not succeed in our efforts to convey the message to the students that history is really a story of the gradual development of man and society through successive stages. For giving such an interpretation to history can not be just ignore the world history.

It is generally argued that the history of ancient civilizations should be our starting point in this connection without any fear of contradiction one can say that the topics concerning this part of the world history prescribed in the curriculum for central schools are sufficient to serve this purpose because they cover all the civilizations belonging to the age of metals. The the second section of the syllabus covers nearly all the important early civilizations. This part of the curriculum prescribed for central schools needs no improvement at all.

For the first time the persons responsible for developing the curriculum have provided an opportunity to the Indian students to know about early American civilizations and African cultures. Because of the importance of American and African continents this section needs to be strengthened so that the students are able to know about American and African people in a better way. The

researcher has come to the conclusion the world history of middle ages, renaissance and reformation prescribed for central schools is sufficient enough to provide a proper perspective for the study of history of the medieval Indian period.

The section concerning modern period of the world history needs a lot of improvement. The knowledge of democratic and nationalist revolutions and sketchy information about the rise of imperialism can not provide the Indian students with an opportunity to understand the modern world and if they fail to understand the modern world properly they can not study the national history in its proper perspective. This section of the curriculum prescribed for central schools needs improvement it would be better if the students are given an outline of the historical development in the modern world. Provision of this kind of knowledge will remove the defects pointed out in the earlier chapter.

In short it can be suggested that the curriculum prepared by National Council of Educational Research and training for central schools, with certain modifications suggested in the above paragraphs, can be usefully adopted by other Boards of High School Examinations.

Bibliography

1. Hill, C.P. Suggestions on the teaching of History.
2. Johnson Henry. Teaching of History (Revised edition).
3. Burston, W.H. and Green, C.W. Handbook for History teachers.
4. The teaching of History issued by the incorporated Associations of Assistant Masters in Secondary Schools.
5. Drummand, H.A. History in Schools.
6. Jarvis Charles, H. The teaching of History.
7. Ghate, V.D. Suggestions for the teaching of History in India.
8. Klapper Paul. The teaching of History.
9. Haris, H.L. The teaching of history in Secondary Schools.
10. Fuidlay, J.J. History and its place in Education.
11. Archer, R.L. The teaching of History in Elementary Schools.
12. Rohinson James Harvey. The New History.
13. Kochhar. Teaching of History
14. Walker, E.C. History teaching for today.
15. Worts, F.R. The teaching of History in Schools.
16. Trevelyan, G.M. Present position in History.

Appendix-I

Syllabus of Central Schools (1981-1984)

History of Mankind (with special reference to India)

- 1) Prehistory (Introductory) Archeology and Prehistory -
Evaluation of life on earth - Evaluation of men - The
Palaeolithic Age - The Neolithic Age.
- 2) The Bronze Age Civilization: The Bronze Age - Main features -
The Harappan Culture - The Mesopotamian Civilization - The
Egyptian Civilization - The Chinese Civilization - Brief
description of each Civilization in regard to social organi-
sation, economic life, religious beliefs, political system,
art, language and scripts, and science.
- 3) Early Iron Age Civilizations: Discovery and use of iron-
Impact on the growth of Civilization.
 - a) Ancient Indian Civilization: social political and economic
system - religion - cultural and scientific contributions.
 - b) Ancient Chinese Civilization - Political developments -
social, political and economic system - Religion - Cultural
and scientific contributions.
 - c) The Iranian Civilization: Political developments - social
political and economic system - Religion - Cultural and
scientific contributions.

- d) The Greek Civilization: Early history - City states - Empire - Social and economic system - Religion, cultural and scientific contribution.
 - e) Roman Civilization: Early history - Roman empire - Social and economic system - Solve revolts - Disintegration of Roman empire - Religion - Cultural and scientific contribution.
 - f) Rise of Universal Religions: Judaism and Christianity - Contribution of ancient civilizations of human culture.
- 4) Early American and African Cultures: A brief survey:
- 5) The Medieval World
- a) Europe: Political developments - Feudal system - Role of Church - Trade and Commerce - Medieval Cities.
 - b) The Arab Civilization: Rise of Islam - Arab Empire - Trade and Commerce - Contribution to Culture and Science.
 - c) India: Political developments - social and economic life - Art and literature - Religion.
 - d) Medieval China: Political developments - social and economic life - Contribution to culture and science.
- 6) Beginning of the Modern Age
- a) Renaissance: Art and literature, its main features. Beginning of Modern science.

DS 354

UNIVERSITY OF MICHIGAN

- b) Protestant Reformation
 - c) Discoveries and exploration - New routes - Trade and Commerce - Colonization.
 - d) Growth of nation - States - Struggle against absolutism.
 - e) The English Revolution
- 7) The Industrial Revolution: Rise of Capitalism - The Industrial revolution - Factors responsible - Revolution in Industry - Revolution in Agriculture - Spread of the Industrial Revolution - Social and economic consequences.
- 8) Democratic and Nationalist Revolutions and Movements:
- a) The American Revolution - Causes of the war of Independence - The war of Independence - Emergence of the United States of America.
 - b) The French Revolution: Social and economic condition - The Monarchy - The Intellectual Movement - The Revolution its impact on France and the world.
 - c) Democratic and Nationalist Revolutions and movements in the 19th century with special reference to unification of Germany and Italy.
- 9) Imperialism:
- a) Factors in the rise of imperialism - search of markets and sources of raw materials - Export of capital - Ideas of national and social superiority.

- b) Forms and methods of imperialism
- c) Imperialist conquest of Asia with special reference to India.
- d) Imperialist conquest of Africa.
- e) Effects of Imperialism.

10) Socialist Movement and the Russian Revolution

- a) Early socialist: The first international - The Paris commune - The second international.
- b) The Russian revolution: Social, political and economic conditions - growth of revolutionary movement. The October revolution - Impact on Russia and the world.

11) The first World war: Imperialist rivalries - Formation of alliances - The outbreaks of war - Peace treaties - Consequences.

12) The world from 1919 to the second World war: Europe between the wars, Fascism and Nazism - United States and the Soviet Union after the first World war - Nationalist movements - Beginning of Fascist aggression - The second World war - Destruction caused by the war.

13) The world after the second World war: Immediate consequences of the second world war - The United Nations - Europe after the second world war - Cold War - Rise of Asia and Africa. Emergence of independent nations in Asia - Achievement of freedom by African nations Afro-Asian Unity and non-alignment.

- 14) Social and Religious Reform Movement in India in the 19th Century: Impact of British rule on India - Brahmo Samaj - Spread of the reform movements - Arya Samaj - Other reform movements - Muslim Reform movements - Impact of the reform movements - Education, Culture and Press.
- 15) Indian National Movement: The Revolt of 1857 - Rise of Indian Nationalism - Early phase (1858-1905) Moderates and Extremists - Revolutionary movement - Muslim league - Gandhiji and the Nationalist movement (1919-1935) - Khilafat and Non-cooperation - Communalism - Socialists Ideas - States peoples movement - Nationalist movement and the world - Nationalist movement 1935-39 - Quit India movement INA Nationalist movement after the war - Independence and partition.

Appendix -II

High School History Syllabus of U.P. Board (1980-81)

Paper-I

1. The major facts of Indian geography and their effects on her history.
2. Simple outline of Paleolithic and Neolithic cultures in India, only broad facts relating to their distribution and cultural contents are to be discussed.
3. The Indus Valley Civilisation to be treated as local instance of the early river. Valley civilisations and broad difference and similarities between the Indus Valley civilisation and those of Egypt and Western Asia (Sumerian, Babylonian, and Assyrian) are to be pointed out.
4. The Aryan settlement in India - Aryans migration to Persia, Greece and Western Europe - Simple facts about Vedic civilisation in India in respect of religion, social and political organisations, economic activities and spread of Aryan civilisation in India.
5. Rise of Buddhism and Jainism - life and work of Buddha and Mahavira - Influence of these developments on religion, society and art, to be dealt with briefly. Alexander's invasion of India, Mutual influence.

6. The age of the Great Indian Empire.

- a) The Mauryan empire - Its administrative organisation under Chandra Gupta - Ashoka's life and work. His missionary activities. The Sakas and the Bactrian Greek's and the Kushan's.
- b) The Kushana Empire - Kaniska - Spread of Buddhism and Indian culture in central Asia, China and the Far East, Rise of Mahayana Buddhism and its results.
- c) The Gupta Empire - Developments in Arts and literature, Harshavardhana - Social and economic conditions of the period.
- d) India's contacts with the rest of the world during the Age of great empires -
 - i) Southern Europe and the Roman Empire
 - ii) Western Asia
 - iii) Central Asia, China and Japan
 - iv) South - East Asia - India's contribution to the cultural development of these regions. Commerce between India and these countries; effects of these contacts on India.

7. The Rajputs; Social and political organisation - main regional developments. The Pallavas, the Cholas, the Rashtrakutas.

8. Muslim Invasion's in India.

9. The Sultanates of Delhi; Cause of rapid dynastic changes (Turks, Khiljis, Tughlaqs, Sayyads and Lodhis). Treatment shall not be an dynastic lives. Character and achievements of leading sovereigns. Such as Altumish, Razia Sultana, Balban, Allauddin, Mohd. Tughlaq, Feroz Tughlaq, Bahlol Lodi, Sikandar and Ibrahim Lodi shall be pointed out. The treatment of Pre-Mughal history shall not be seignwuse but topical. Rise of the Rajputs in the 15th and 16th centuries. Rise of Mewar and Vijyanagar.
10. Cultural developments under the Sultanates and the provincial kingdoms - The growing synthesis. Bhakti Movement.

Paper-II

1. The Mughal Empire in India - Babar and Humayun - The Sur Interlud-Sher Shah's administration - Akbar's early difficulties and conquests - His system of government.
2. The National Monarchy: Akbar's national policy - His efforts at cultural synthesis - His Deccan Policy - The north western - Frontier under Jahangir and Shah Jahan (Treatment shall be topical and not reignwise) Art, Architecture, Literature, Religion, Social and economic conditions - Rise of the Sikhs and Marathas.
3. Aurangzeb - The war of succession - Reversal of national policy - Deccan Wars - The empire between 1707 and 1763 - Shivaji and the growth of Maratha powers - Peshwas, Maratha administrative and military policies down to 1818.

4. Growth of British rule in India - Clive, Warren Hastings, Bentick - Growth of the Anglo-Indian system of administration, its good and bad results on social, cultural, moral and economic life - Fall of the Maratha and the Sikhs, Dalhousies administration (The treatment shall be topical and not administration wise) The first war of independence - Consequences-
5. India under the crown - Post mutiny developments in the field of administration, education, economic organisation - The national renaissance - The Indian national congress and its work, Mahatma Gandhi and his ideas and achievements.
6. The emancipation of India, The partition of India, The new constitution - The fundamental principles - The Five year plans.

Appendix - III

Aligarh Muslim University High School Syllabus 1981

Paper-I

A. An outline history of the World

a) Salient features of some early civilization

Egyptian, Chinese, Persian and Greek.

b) Medieval World:

Feudalism, Rise of Islam and Arab Civilization.

c) Main features of the Renaissance, some cultural developments during the Period.

d) Industrial Revolution: Main features.

e) Salient features of the American, French and Russian Revolutions.

B. Ancient India

1. Sources of Ancient Indian History

2. Harappan Civilization

3. Coming of Aryans: Rig vedic and later vedic civilizations

4. Main features of Buddhism and Jainism

5. Mauryan Empire

a) Achievements of Chandra Gupta Maurya and Ashoka

b) Social, political and economic conditions during the period.

6. Kushans: Kanishka and his achievements
7. Guptas - Culture and administration during the period
8. Harsha Vardhan
 - a) His Political achievements
 - b) Socio-religious conditions
9. Rajputs; Social Political, Economic and Religious conditions during the period.

Paper-II

Indian History - Medieval and Modern India upto 1950.

1. Turkish conquests of Northern India.
2. Khaljis: Allauddin Khalji, Administrative and Economic reforms.
3. Tughlaq :
 - a) Mohd Bin Tughlaq-Personality and Projects
 - b) Feroz Tughlaq - Administration and Policy.
4. Bhakti and Sufi Movements.
5. Foundation of the Mughal Empire - Babar and Humayun.
6. Sher Shah Suri - Character and administration.
7. Akbar - Religious Policy, Rajput Policy and Administration.
8. Jahangir, Shahjahan and Aurangzeb - Religious Policy, Rajput Policy and Administration.
9. Decline and fall of the Mughal Empire

10. Advent of the Europeans in India.
11. The structure of the government and economic policies of the British Empire from 1757 to 1857.
12. Social and Cultural - awakening in the first half of the 19th century.
13. Revolt of 1857
14. Administrative changes after 1858.
15. The National Movement 1885-1947.
16. Main features of the Indian Constitution.